

## Unit, Learning Plans, and Directed Reflections for Facilitating Engaged Student Learning

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Team Name: \_\_\_\_\_

Date \_\_\_/\_\_\_/\_\_\_

<b>Unit Overview (This Unit Overview is to be completed one time to give the “big picture” of the unit.)</b>		
<i>Learner Diversity</i>		
Subject Area: Band/Music	Gender: [ 3 ] Female [ 5 ] Male [ 8 ] Total students	Language: [ 8 ] English Language [ ] Limited English Language
Grade Level: [ 8 <sup>th</sup> -9 <sup>th</sup> Grade ]		
Timeframe of the Unit: [ 7 days]		
Exceptionalities: [ ] Gifted [ 1 ] Learning Disabled [ ] Physically Disabled [ ] Blind or visually impaired [ ] Deaf or hearing impaired [ ] Developmentally disabled [ ] Emotionally or behaviorally disabled	Ethnicity: [ 2 ] African American or Black, Non-Hispanic [ ] Asia, Asian American, or Pacific Islander [ 5 ] Hispanic [ 1 ] Caucasian [ ] Other (please specify) _____	Alternative Settings: [ 1 ] Special Education [ ] Gifted [ ] ESL [ ] Other (Specify) _____
		Piagetian Developmental Levels: [ ] Formal [ 8 ] Concrete
UDL Considerations for the Unit: According to the IEP of one of the students in my class, one of the requirements of my lessons is that there needs to be extra clear emphasis on the main points of the lesson, So I will be implementing a system to easily identify key words and concepts. Students have also inquired about making presentations and videos easier to see and hear, so I will be using a projector instead of the overhead, dimming the lights to improve visibility, and increasing the volume to a comfortable but audible level.	Number of students in your classroom reporting a high level (“Most Like Me”) of Particular Intelligences: (These are primary learning styles only, major secondary intelligences included Verbal-Linguistic and Intrapersonal) [ 3 ] Bodily-kinesthetic [ 2 ] Musical [ ] Verbal-Linguistic [ ] Naturalist [ ] Logico-mathematical [ ] Spatial [ 3 ] Interpersonal [ ] Intrapersonal	Technology Considerations for the Diverse Learners (e.g., instructional, assessment, adaptive, assistive, etc.) Instructional: PowerPoint, YouTube, Kahoot

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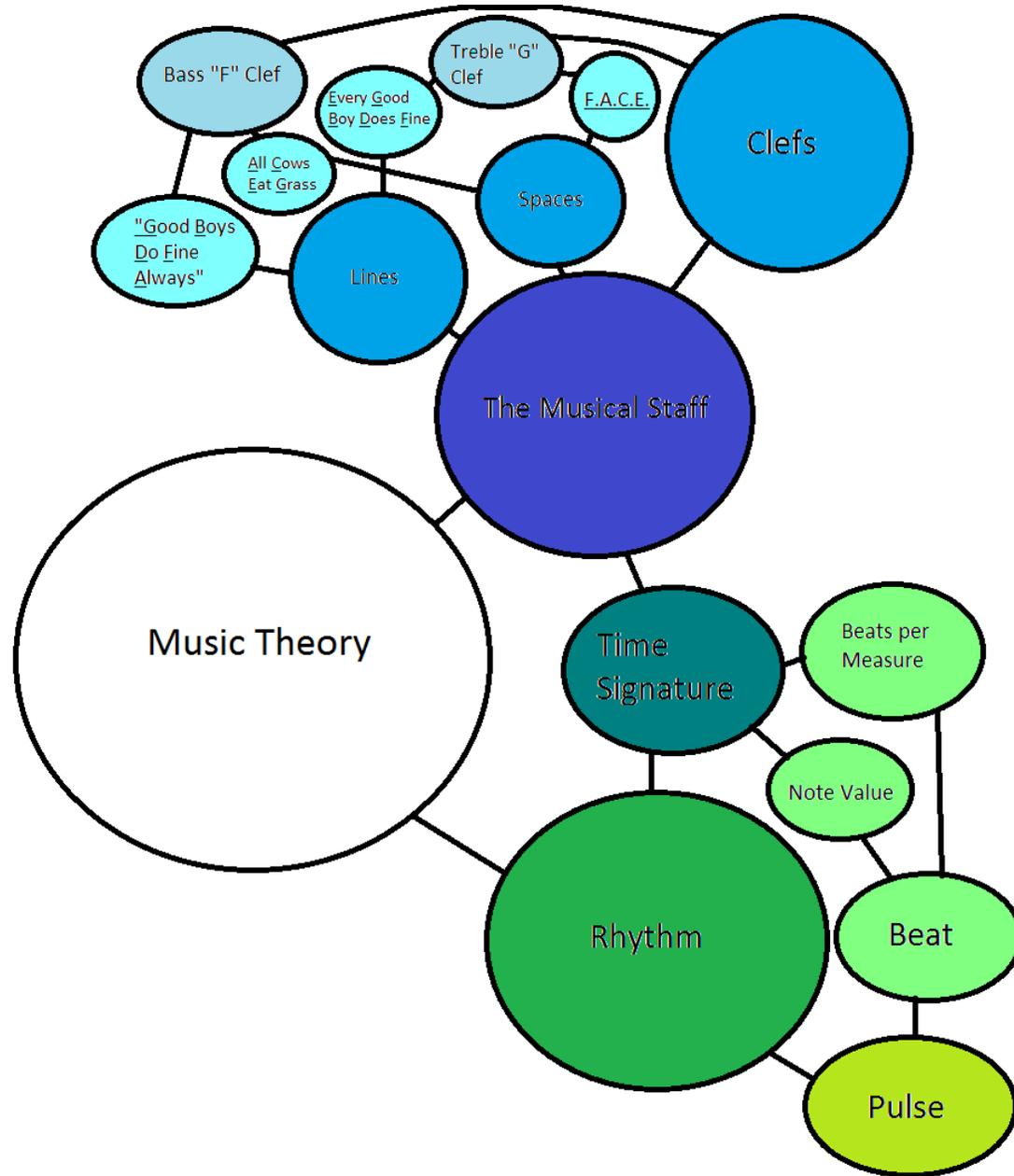
List five to seven ways in which you will *specifically* consider these *various* aspects of diversity in your instruction?

- **Facilitate group activities to appeal to Interpersonal Learners**
- **Specifically for Rhythm, facilitate activities in which students use their bodies to create and keep track of pulse and beat**
- **Try to incorporate music from a variety of backgrounds, students occasionally complain that it is difficult to relate to some of the music I choose for lessons outside if the Standard of Excellence book**
- **Emphasize important key words and phrases to help students grasp the major concepts using visual and mnemonic devices**
- **Encourage students to play a piece individually for the class to both appeal to students who are secondarily Intrapersonal learners, and to allow my Musical learners to hear how others perform to help them improve**

<i>Concepts in the Unit</i>	
What broad concepts have been studied prior to this learning plan? (Explicit connections to future?)	How to assemble their instrument, playing with correct posture and hand positions, how to play six notes (Concert B-flat, C, D, E-flat, F, G), playing songs in unison octaves and simple duets
What concept will be presented in this learning plan? (Detail) (Explicit connections to prior and future?)	The Musical Staff, how to read notes on the staff (on lines, spaces, or ledger lines) in both clefs, how to make and find “Pulse” in music, how to make and find “Beats” in music, basic time signatures like 4/4 and 2/4, and rhythms such as Whole Notes, Half Notes, Quarter Notes, and Eighth Notes
What concepts will be presented for the remainder of this semester? (Explicit connections to your unit?)	How to play a full-one octave major scale (Concert B-flat Major), how to play more complex rhythms (dotted and tied notes), articulations like (staccato, legato, and slurs)
<i>Teaching and Learning Graphics (Visual Representations)</i>	

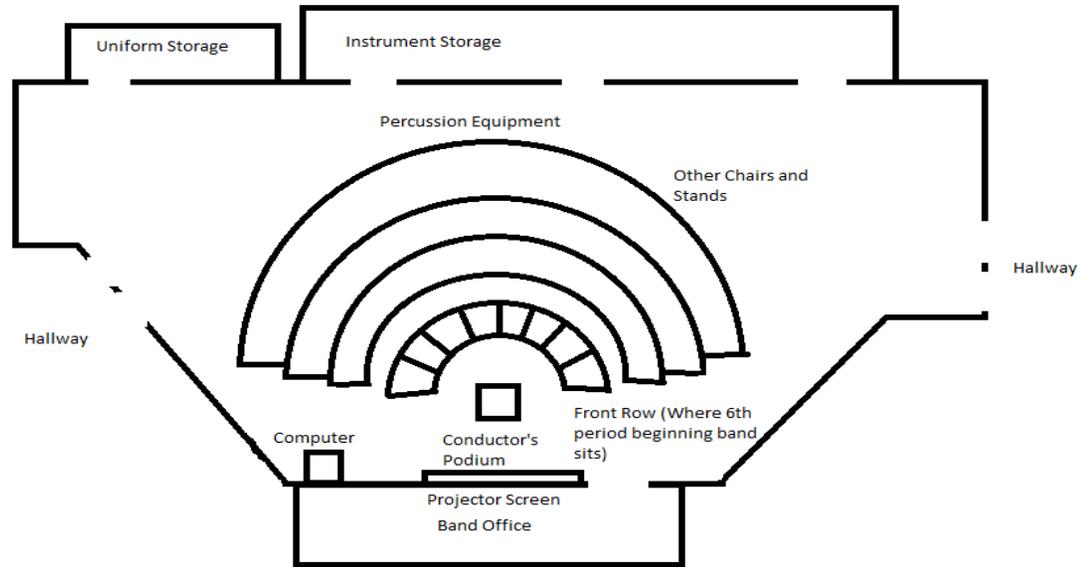
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Concept Map (Full page)



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Learning Environment (Full page)



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### *Management of the Teaching and Learning Process (Pro-Active)*

Expectations: What expectations do you have for student behavior, for management of the classroom, etc.?  
Students know that they need to have their instruments assembled and to be in their seat ready to play when the bell rings. Students are also expected to not start side conversations after we have finished playing a piece so that they can hear instructions. When the baton comes up, students should have their instruments in playing position before we start playing something.

Routines: What are examples of routines that you will consider, follow, and/or establish in the classroom during the unit? Why?  
Routines: Warm-up starting with long tone exercises on page 39 of Standards of Excellence, specifically 4A, 4B, 12A, 12B, 23A and 23B.  
The first half of the period will be spent on rehearsing Holiday Concert music, followed by the music theory lesson.

### *Unit Concept Overview*

Rationale: (The Why) (Why is it important for students to know or be able to do this particular concept or skill you are attempting to teach them? Why will they need this skill or knowledge in real-life? How will this improve them as a learner? etc.)

Music is a language just like English or Spanish, in that it is a tool for communication, and it has a formal symbolic system. Much like spoken language, developing fundamentals such as spelling and grammar is imperative to properly conveying thoughts and feelings in conversation. I want students to begin to know the basics of music (note names, pulse, beat, and rhythm) in order to one day become fluent in the language. This will carry over into English and other Language classes in the future because many languages are learned the same way.

Goals: What are three goals you hope to accomplish through this unit of instruction? My goals for this Unit include for students to see a note and refer to it by its name (a,b,c,d,e,f,g) rather than the finger or slide position used to play it, for students to find and play any piece of music with a steady pulse, and for students to know the rhythmic values of a note and be able to play it for the correct amount of time.

Overview Matrix: (See attached. A *Revised Bloom's Taxonomy Matrix* is to be included demonstrating the lesson objectives that students are to meet and the standards to which these lesson objectives are mapped. Each group member's lesson objectives should be charted on the matrix. This shows the "big picture" of what will be taught.

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<b>Individual Learning Plan</b> (Three of these <u>Individual Learning Plans</u> are to be completed for the unit [ <u>one</u> as a group and <u>two</u> individually]. One lesson of the three may be Direct Instruction, and the other two must involve another instructional model/method.)		
<u>Name:</u>	<u>Team Name:</u>	
<i>State Learning Standards- Arkansas Curriculum Frameworks and Common Core State Standards</i>		
<u>Number:</u> P.5.BI.1 P.5.BI.5	<u>Statement:</u> Read basic music notation and symbols when refining music for presentation Demonstrate basic rhythmic precision in large or small ensembles	
<i>Student Learning Goals: (Objectives)</i>		
What will students know and be able to do? After learning the definitions of “Pulse” and “Beat” students will create their own beat with 100% accuracy.	What evidence supports what the students know and can do? Students will internalize a beat through physical movement, such as clapping hands, snapping, tapping feet, swaying in tempo, etc.	What level (i.e., <i>Remember, Understand, Apply</i> , etc.) of Bloom’s Revised Taxonomy is reached? <i>Factual:</i> _____ <i>Understand</i> _____ <i>Conceptual:</i> _____ <i>Understand</i> _____ <i>Procedural:</i> _____ <i>Apply</i> _____ <i>Metacognitive:</i> _____ <i>N/A</i> _____ Mark NA if not applicable to lesson.
<i>Preparing for Teaching and Learning</i>		
<u>Materials:</u> Instruments, conducting baton, Standards of Excellence Book 1 (Flute, Clarinet, Alto Saxophone, Trumpet, Baritone x2, Tuba)	<u>Resources and Technology Tools to be utilized:</u> Computer, projector, speakers, YouTube, wifi	UDL Considerations including exceptional learners: Important points in the PowerPoint and Wrap-Up questions are highlighted, lights dimmed to make seeing the projection easier, volume turned up slightly for clarity on music

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<i>Instruction</i>			
Parts of your lesson plan	Timeframe	Real Learning for engaging learners (What will you do for each part of your lesson?)	Model/ method and Multiple Intelligences (What model/method of instruction did you use for this lesson? For example, guided discovery, schema production, discussion, etc.) (What multiple intelligences are considered?) Intelligences: Auditory, Visual, Bodily-Kinesthetic, Interpersonal  The model that will be used is a guided practice, as students will be led through a music rehearsal and then guided through the process of creating their own “Beats” as a class.
Set/Focus/Introduction	5-10 Minutes	I. Students will assemble their instruments, retrieve their books and take their assigned seats. Students will warm up as a group, starting on page 39 with exercise 4a, and working down through 23b.	
Body	35 minutes	II. Students will rehearse line 49 in the book in preparation for their playing test on Friday. III. Students will rehearse Christmas music, starting with Good King Wenceslas, then Jolly Old St. Nicolas, then Jingle Bells IV. Students will be shown a PowerPoint presentation over pulse and beat, then as a class, will create their own simple beat.	<b>Feedback to Students</b> (How will you provide feedback to students concerning whether or not they met your objectives? When and how will you do this in today’s lesson?) Students will be assessed throughout the lesson over each concept and, where applicable, be asked to give an example or explain their actions or thought processes.
Process/ Debriefing/ Closure	2-5 Minutes	V. Students will answer in complete sentences a few questions at the end of the period to summarize the content covered today.	<b>Parent/Guardian Communication</b> (How would you specifically communicate with the students’ parent[s]/ guardian[s] about today’s learning <i>today</i> ?)  The whole unit will be posted on the class blog <a href="https://dslutsky93.wordpress.com/">https://dslutsky93.wordpress.com/</a> and, where applicable, the presentation for that day will be added as well.

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### Directed Reflection

#### *Teacher Reflection on Professional Activity*

*This is to be typed in the spaces provided and turned in with the unit and is to be completed **one** time by each person in the group.*

**Professionalism/Advocacy** (How will you “be a professional” within the community in which you will teach? How will you support your students? How will you support your school? How will you promote the “good” of education?)

I support the school by supporting our school teams at pep rallies and competitive events with the Band. I will support my students by teaching individual private lessons and sectionals for band students to help them improve outside of band, as well as provide opportunities for students to enrich their musical experience through events such as local concerts, All-Region Clinic, and Solo and Ensemble assessment. I will promote the “good” of our educating by communicating with other teachers, administrators, parents, and other members of the community showing the progress of our students in and outside of band through concerts, class social media, and in person.